

ST JOHN'S HIGH
1518 Main Road
John's Island, South Carolina 29455

GRADES 9-12 High School

ENROLLMENT 388 Students

PRINCIPAL William C. McElroy 843-559-6400

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	3	3	11

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Excellent	N/A
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Excellent	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	40.6	50.7	43.9	51.9	48.7	46.0
Passed 2 subtests	29.7	20.9	28.8	22.8	23.2	22.9
Passed 1 subtest	12.5	10.4	12.1	14.9	15.6	16.3
Passed no subtests	17.2	17.9	13.6	10.3	12.6	14.3

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	52	88.5	59	3.4	77	58.4
Gender						
Male	22	95.5	25	8.0	37	54.1
Female	30	83.3	34	0.0	40	62.5
Race or Ethnic Group						
African American	48	87.5	57	3.5	68	63.2
Hispanic	1	I/S	0	N/A	1	I/S
White	2	I/S	1	I/S	7	14.3
Other	1	I/S	1	I/S	1	I/S
Disability Status						
Non-speech disabilities	6	66.7	5	0.0	8	0.0
Students without disabilities	45	91.1	54	3.7	69	65.2
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	59	3.4	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	51	88.2	59	3.4	77	58.4
Lunch Status						
Subsidized meals	40	85.0	40	5.0	55	52.7
Full-pay meals	12	100.0	19	0.0	22	72.7

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	3.4	2.5
Seniors who met the SAT requirement	3.4	3.4
Seniors who met the grade point average	39.0	32.7

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 388)				
Retention rate	N/A	N/A	7.5%	7.3%
Attendance rate	96.2%	Down from 97.8%	95.4%	95.5%
Eligible for gifted and talented	3.0%	Up from 0.8%	2.5%	5.1%
With disabilities other than speech	16.2%	Down from 19.8%	15.8%	12.2%
Older than usual for grade	42.5%	Up from 18.8%	16.4%	10.1%
Suspended or expelled	1.0%	Down from 1.9%	1.6%	2.3%
Enrolled in AP/IB programs	26.2%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	3.7%	Up from 2.2%	2.7%	2.7%
Career/technology students in co-curricular organizations	6.2%	Up from 4.4%	3.8%	3.2%
Enrollment in career/technology center courses	249	No change	273	433
Students participating in worked-based experiences	33.7%	Up from 21.2%	21.4%	26.3%
Career/technology students mastering core competencies	67.8%	Up from 59.9%	67.8%	74.9%
Career/technology completers placed	100.0%	No change	97.9%	99.5%

Teachers (n= 37)

Teachers with advanced degrees	45.9%	Down from 48.6%	45.6%	51.7%
Continuing contract teachers	70.3%	Up from 60.0%	78.4%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.0%	Up from 79.5%	81.1%	85.1%
Teacher attendance rate	96.2%	Up from 95.3%	95.0%	95.8%
Average teacher salary	\$38,203	Up 1.4%	\$39,419	\$40,303
Prof. development days/teacher	14.4 days	Up from 11.4 days	11.4 days	10.3 days

School

Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio	19.1 to 1	Down from 20.3 to 1	21.4 to 1	26.2 to 1
Prime instructional time	90.3%	Down from 91.1%	87.5%	90.1%
Dollars spent per pupil*	\$9,645	Up 13.5%	\$7,977	\$6,279
Percent spent on teacher salaries*	58.7%	Up from 57.3%	56.7%	57.8%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	84.1%	Down from 85.7%	84.4%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The philosophy of St. John's High School, as defined by our mission statement, is to create a school environment where all students are recognized and nurtured as unique individuals, and where they are adequately prepared to successfully achieve their academic and lifelong goals. We believe that all students can learn, should be treated with respect and dignity, should have the right to fair and equal educational opportunities, and should understand the cultural diversity that exists in the world around them.

During the past year, St. John's continued to show improvement. The number of tenth grade students who passed all three sections of the BSAP Exit Exam increased by 10% from the previous year. On the math subtest alone, the increase was an impressive 20%. The percentage of seniors who passed all three sections also increased from the 2001-2002 school year. In addition, there was an increase in the number of students enrolled in Advanced Placement (AP) courses.

While we were proud of these accomplishments, there is still a considerable amount of work to be done. We were disappointed in the average SAT scores of our senior class and the decrease in the number of students eligible for Life Scholarships. Our passing rate on Advanced Placement exams was also a source of concern. As a result, we have introduced a specific intensive SAT preparation program for all interested students and have increased the instructional time for our Advanced Placement courses. The staff has also dedicated themselves to focus on a standards- driven curriculum. Our expectation is that we will see an increase in student achievement across the board.

The new school is a source of pride for the entire St. John's family. It is a state of the art facility that will provide additional opportunities for all our students in the academic, vocational, and fine arts arenas. Our hope is that along with this new structure, new and stronger partnerships with parents and the community will develop, and all of the St. John's stakeholders will take an active roll in educating the children of John's and Wadmalaw Islands. It is truly great to be a St. John's Mighty Islander.

Sincerely,
William C. McElroy
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	50	33
Percent satisfied with learning environment	58.8%	59.2%	66.7%
Percent satisfied with social and physical environment	52.9%	63.3%	57.6%
Percent satisfied with home-school relations	29.0%	81.6%	51.5%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.